



ANIMATION TECHNICIAN & ANIMATION MANAGER PROFESSIONAL PROFILES & TRAINING COURSES

WG2 – Entrepreneurship & Training



A study by



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With the collaboration of



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0. Animation Technician and Animation Manager – Professional Profiles & Training Courses

ALICE – Animation League for Increased Cooperation in Europe explores avenues for interregional collaborations in the animation sector to leverage the sector’s potential for growth and innovation and to foster the development of a pan-European, world-leading industry. ALICE intends to seize the opportunity presented by the current boom in the animation sector in a bid to build up its capacity to contribute to growth and job creation in Europe. This fits perfectly with the Animation Plan for Europe published by the European Commission in September 2017 as part of the preparations for the next Creative Europe Media Programme.

1. ALICE’s overall objective

By improving the policy instruments related to SMEs in the animation sector (producers, animation studios, broadcasters), the goals of ALICE will be to enable them to collaborate more among themselves through co-productions, make access to funding and capital easier for them and enable them to retain talent within their organisations by avoiding this talent leaving Europe. It will therefore boost their competitiveness on the international, globalised market along the entire production value chain.

The work will be done into working groups (WG) which will be chaired or co-chaired by one or two members with a particular interest in their subject matter:

- **FINANCING WG (FI WG):** it will aim to create or adapt the present public funding schemes to allow the SMEs to overcome barriers to collaboration and access to finance in the framework of international co-productions. It will specifically look to: (1) set up a common level playing field between less expensive and more expensive areas in order to guarantee producers a fair share of the equity and revenues in the context of co-productions; and (2) adapt the eligibility rules of existing support mechanisms or create new ones to facilitate access to funding for producers when it comes to international co-productions. This WG will be co-chaired by LP (Wallimage) and PP2 (Pictanovo).

- **ENTREPRENEURSHIP & TRAINING WG (E&T WG):** it will aim to set up innovative and inclusive support entrepreneurship schemes through public-private cooperation, including innovative training schemes which can be implemented in the partners' local areas. The WG will take a specific sector-driven approach to the general theme regarding employability in the digital age, e.g. how are self-employment and new business models emerging and getting public or public-private support in this context? This WG will be chaired by PP4 (Puglia Region).
- **PROMOTION & AUDIENCES WG (P&A WG):** it will examine the latest methods used for distributing and promoting content at a time when VOD platforms and online channels such as YouTube have completely changed production formats, IP monetisation and the methods used to reach the public. In this general context, the WG will examine ways of implementing territorial strategies in a bid to help develop these new business models. This WG will be co-chaired by PP3 (PROA, Audiovisual Producers Federation) and PP5 (Ministry of Culture of the Slovak Republic).
- **CLUSTER/SMART SPECIALISATION WG (C/SS WG):** it will examine how clusters and smart specialisation approaches can tackle the digital animation value chain. It will also examine ways of building up a favourable eco-system for innovation and growth in a very competitive international context. This WG will be chaired by PP6 (Rzeszow Regional Development Agency).

2. WG2 –Entrepreneurship and Training

In order to achieve these objectives, the **WG2 – E&T** will carry out the following activities:

- Research and analysis of the training needs of the sector;
- Definition of the professional profiles and design of the ideal training courses for this sector;
- Development of business models within the framework of the animation sector;
- Drafting of deliverables and milestones.

As far as the ***research and analysis of the training need of the sector***, the project partners involved all the stakeholders of the animation sector (private companies, educational institutions and public decision-makers) and PP4 prepared and distributed three surveys aimed at identifying the training needs in all the project partners' countries (Belgium, France, Spain, Italy, Poland and Slovakia). The survey results were collected and analysed and used as a starting point to define ideal training courses for this sector.

With regards to the ***definition of the professional profiles and design of the ideal training courses for this sector*** the WG2, starting from the survey results and integrating them with researches focused on both job demand and supply within the animation sector, drafted two ideal professional profiles for both **animation technicians** – technical skills and experience – and **animation managers** – technical and managerial skills and experience. From the survey results it emerged that there is a huge gap between the curricula delivered and the qualifications the industry most desires: therefore, it would be necessary to create a match between demand and supply, identify the main traits and skills of a professional animation technician and deliver courses focused on specific skills, competences and abilities.

3. Methodology

In order to draft the above-mentioned professional profiles, the WG2 -chaired by Puglia Region- referred to the survey results both in terms of job requirements and educational needs, as the final goal is to create a match between demand and supply in the animation sector. Moreover, research on the main requirements animation technicians and animation managers need to have to be successful on the job market has been carried out: this has been useful also to cross-check the results that emerged from the surveys. In conclusion, the main job search platforms have been taken into consideration and the best educational institutions in the animation sector have been benchmarked across the partner countries. Being one of the objectives of ALICE the definition of both standard professional profiles and curricula at European level, the WG2 used the European Qualification Framework (EQF), the European Digital Competence Framework for Citizens (DigComp) and the European Standard Classification of Occupations (ISCO) to classify and define the competence levels of the professional profiles.

4. Construction of the Standard Professional Profile

In order to construct the standard professional profile on the basis of the collected data, the Italian National Classification of the Education, Training and Professional Qualifications (i.e. Repertorio Nazionale dei Titoli di Istruzione e Formazione e delle Qualificazioni Professionali¹) has been employed: this tool is useful to identify the main components, skills and competences of the different professions and can be used as an example or reference model in the other Member States. Within the framework of this classification, the following elements will be identified:

- **Activity Area** – The activity area is related to a specific competence of the professional profile;
- **Performance Description** – It is a short description of the performance related to the specific competence;
- **Skills** – This section identifies the different skills that, combined, allow to ensure the performance associated to the specific activity area; normally, in the description there are different kinds of skills (practical, theoretical, relational, communicative, organisational, interpersonal etc.), which are useful to carry out activities;
- **Knowledge** – The knowledge section within each activity area is related to key notions (concepts, languages, theories etc.) and experiences (rules, methodologies, procedural activities) that are necessary to carry out the several activities and achieve the projected results.

These sections will serve as a guide for the two professional profiles and will be used for the development and definition of the **“Training Units”** within the two training courses. A training unit represents the **“unit of measurement”** of a good education system and is conceived as training segment aimed at developing a specific competence. Each training unit should contain the structure of each activity area, namely skills, competences and knowledge, whose development should constitute the output of the different modules. Each module might include face-to-face lectures as well as other kinds of methodologies, like project works, distance learning-self-learning, teamwork, practical exercises etc. Furthermore, each module should involve evaluations and assessments (also self-assessments) of the acquired competences.

¹ For more information visit “Atlante e Qualificazioni” (English automatic translation):
https://atlantelavoro.inapp.org/repertorio_nazionale_qualificazioni.php



Example of Training Unit				
Computer Science	Face-to-face Lectures	Exercises, project works, simulations	Assessment, evaluation	Total
	10 hours	10 hours	5 hours	25 hours

5. The European Qualifications Framework – EQF

The European Qualifications Framework (EQF) is a learning outcomes-based framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks. This framework helps improve transparency, comparability and portability of people’s qualifications and makes it possible to compare qualifications from different countries and institutions. The EQF covers all types and all levels of qualifications, and the use of learning outcomes makes it clear what a person knows, understands and is able to do. The level increases according to the level of proficiency, level 1 is the lowest and 8 the highest level. Most importantly the EQF is closely linked to national qualifications frameworks, this way it can provide a comprehensive map of all types and levels of qualifications in Europe, which are increasingly accessible through qualification databases.

The EQF levels are classified as follows²:

	Knowledge	Skills	Responsibility & Autonomy
EQF Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
EQF level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
EQF Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems

² <https://europa.eu/europass/en/description-eight-efq-levels>

<p>EQF Level 4</p>	<p>Factual and theoretical knowledge in broad contexts within a field of work or study</p>	<p>A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study</p>	<p>Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities</p>
<p>EQF Level 5</p>	<p>Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge</p>	<p>A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems</p>	<p>Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others</p>
<p>EQF Level 6</p>	<p>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</p>	<p>A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems</p>	<p>Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups</p>
<p>EQF Level 7</p>	<p>Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between</p>	<p>Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</p>	<p>Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</p>

	different fields		
EQF Level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

6. The Digital Competence Framework for Citizens – DigComp

The European Digital Competence Framework for Citizens, also known as DigComp, offers a tool to improve citizens’ digital competence. First published in 2013, DigComp has become a reference for the development and strategic planning of digital competence initiatives both at European and Member State level. In June 2016 JRC published DigComp 2.0, updating the terminology and conceptual model, as well as showcasing examples of its implementation at the European, national and regional level. The current version is labelled DigComp 2.1 and it focuses on expanding the initial proficiency levels to a more fine-grained eight level description as well as providing examples of use for these eight levels. Its aim is to support stakeholders with the further implementation of DigComp.

The proficiency levels can be classified as follows³:

Levels in DigComp 1.0	Levels in DigComp 2.1	Complexity of Tasks	Autonomy	Cognitive Domain
Foundation	1	Simple tasks	With guidance	Remembering
	2	Simple tasks	Autonomy and with guidance where needed	Remembering
Intermediate	3	Well-defined and routine tasks, and straightforward problems	On my own	Understanding
	4	Tasks, and well-defined and non-routine problems	Independent and according to my needs	Understanding

³ [https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_\(online\).pdf](https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_(online).pdf)

Advanced	5	Different tasks and problems	Guiding others	Applying
	6	Most appropriate tasks	Able to adapt to others in a complex context	Evaluating
Highly Specialised	7	Resolve complex problems with limited solutions	Integrate to contribute to the professional practice and to guide others	Creating
	8	Resolve complex problems with many interacting factors	Propose new ideas and processes to the field	Creating

7. The European Skills, Competences, Qualifications and Occupations - ESCO

With regards to the classification, it would be suitable to identify the European Skills, Competences, Qualifications and Occupations (ESCO) category for each professional profile.

ESCO is the European multilingual classification of Skills, Competences and Occupations. ESCO describes, identifies and classifies professional occupations and skills relevant for the EU labour market and education and training. This classification is useful to match jobseekers to jobs on the basis of their skills, suggesting trainings to people who want to reskill or upskill. ESCO provides descriptions of 2942 occupations and 13.485 skills linked to these occupations, translated into 27 languages (all official EU languages plus Icelandic, Norwegian and Arabic). The aim of ESCO is to support job mobility across Europe and therefore a more integrated and efficient labour market, by offering a “common language” on occupations and skills that can be used by different stakeholders on employment and education and training topics.⁴

⁴ <https://ec.europa.eu/esco/portal/howtouse/21da6a9a-02d1-4533-8057-dea0a824a17a>

8. Professional Profiles

8.1 Animation Technician

Category - ESCO - <https://ec.europa.eu/esco/portal/occupation>

Macro-category - Technicians and associate professionals (3)

Legal, social, cultural and related associate professionals (34)

Artistic, cultural and culinary associate professionals (343)

Other artistic and cultural associate professionals (3435)

Denomination - Animation technician

Synthetic denomination - Animation technician

EQF - Level 5

DigComp - Level 5

EQF	5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
DigComp	5	Different tasks and problems	Guiding others	Applying

Reference sector - Cultural and Creative Industries (CCIs) ⁵

Activity sector - Production of goods and services

Description - Animation technicians produce animations that are found in feature films, commercials, pop videos, computer games, websites and other media. Animation technicians may work with drawings, specialist software or models and puppets, capturing separate images of each stage of a movement. Tasks typically involve: creating expressive character animation portraying a wide range of

⁵ <https://ec.europa.eu/culture/sectors/cultural-and-creative-sectors>

emotions; recommending the best approaches to integrate 3-D components into final commercial quality products; giving and receiving constructive, creative feedback across teams; collaborating with other animation technicians, clients, and producers; creating prototypes and mock-ups of new types of products; brainstorming and conceptualising ideas, with the ability to produce concept sketches and quick concept edits; understanding and executing direction from the animation manager or customers.

Contract – job collocation – Animation technicians usually work normal office hours (from 35 to 40 hours a week), although they may work additional hours to meet deadlines. Many animation technicians work **freelance, and part-time and temporary contracts are common**. Animation technicians usually work in well-lit offices or studios. Working on stop frame animation may involve standing for long periods under hot studio lights. Other types of animation demand long hours sitting at a drawing board or computer. The typical employers of animation technicians are: web design companies, computer games companies, film/animation studios and marketing companies.

Opportunities in the labour market – in comparison to the international (extra-European) market, the European animation market is well-developed in a few countries (France, Germany and Belgium) while the market is extremely developed overseas (in the US, in Canada, New Zealand and UK): therefore, animation technicians can find job opportunities in the EU (considering that the 2021-2027 programming aims at developing the digital market, both in terms of training and job opportunities), but mostly overseas. When making job applications, animation technicians will need a “showreel” (portfolio) of animated works that demonstrates their abilities to potential employers. It is vital to be proactive when seeking opportunities as vacancies are rarely advertised, so speculative applications, including direct approaches to companies by telephone, are essential. Furthermore, animation technicians can be self-employers and work as freelance professionals and develop their own customer network or work as freelance professionals for big companies.

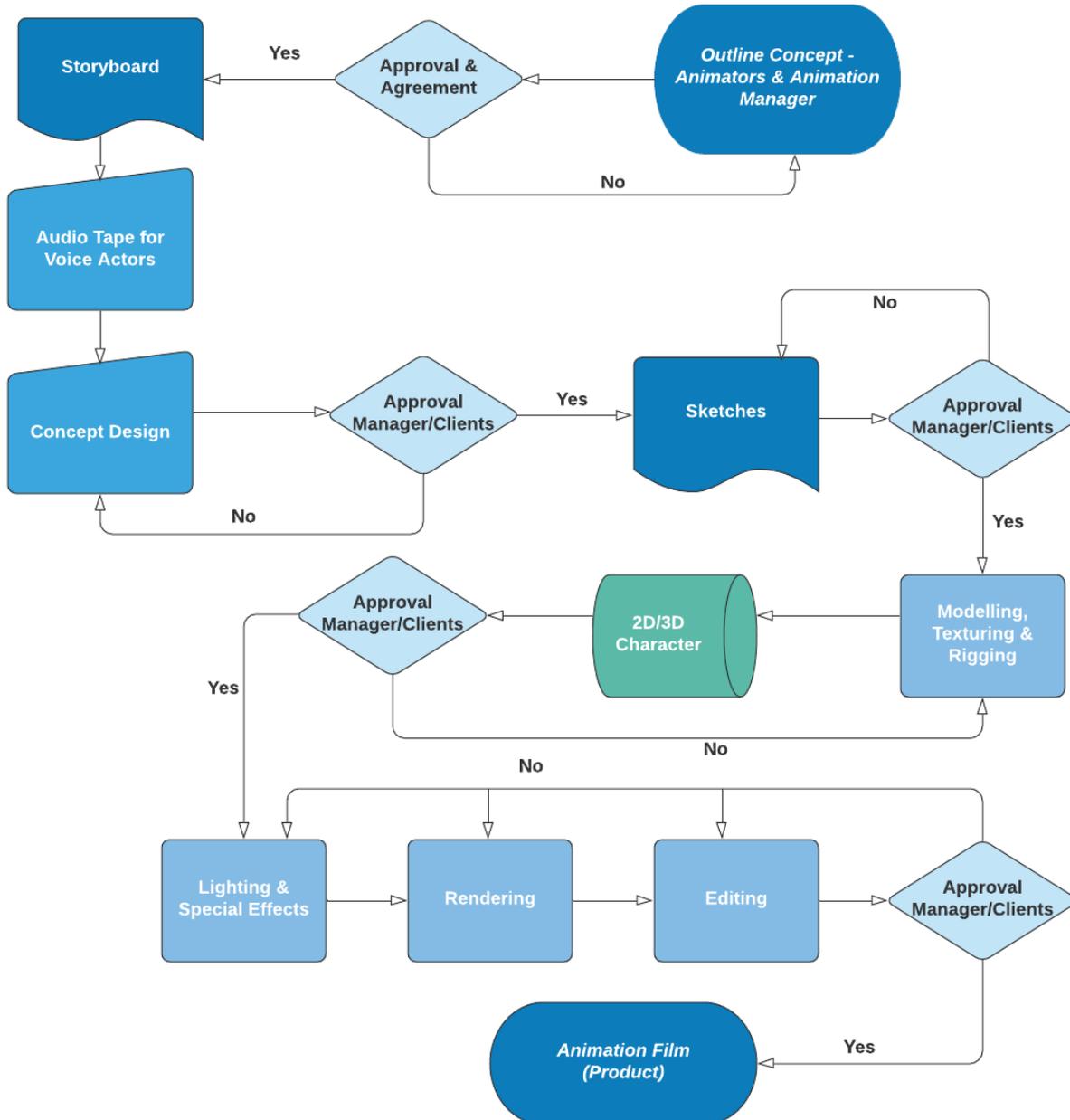
Educational path - There are routes into animation for both university graduates and school leavers. An higher national diploma or degree in a relevant subject such as film, television, photography, illustration, 3D/graphic design or computer/computer-aided engineering will prepare animation technicians for entry into the profession. A postgraduate qualification in animation can also be advantageous.

Sources – Deliverables ALICE project

Hard Skills - Depending on several factors, the animation technician should be open to lifelong learning: as a matter of fact, if they work in an animation company, they should be ready to learn how to use new software (e.g. developed in house) and if they work as freelance professionals they should be ready to satisfy their customers' requests, which could mean learning how to use new tools. Some examples of the hard skills an animation technician should have are: knowledge of computer-generated imagery (CGI) tools and operating systems, knowledge of graphic and animation software (e.g. Adobe Suite, Autodesk Maya, Blender, TV Painter, Toon Boom Harmony, Dragonframe, Houdini, 3D Studio Max, Character Animator, Cinema 4D, Autodesk etc.), knowledge of rendering, modelling, prototyping techniques, drawing, motion graphics, IT skills.

Soft Skills - Depending on several factors, the animation technician should be able to develop several soft skills and should be ready to be flexible and open to new work environments. Some examples of the soft skills an animation technician should have are: creativity, artistic talent, a knack for storytelling, attention to detail, ability to work under pressure, ability to meet tight deadline, ability to address and prioritise tasks quickly and efficiently, good attention to detail, excellent follow-through, self-motivated, proactive nature.

The Steps in the Animation Production - Flow Chart



Main Responsibilities - The animation technician should be able to:

- collaborate with clients and/or colleagues to design visual, oral and written media to various project specifications;
- create pre-production storyboards to plan seamless production, save time and cast vision;
- adhere to strict deadlines and plan project timelines accordingly;
- maintain current knowledge of technology developments in the field;
- create 2D/3D animation to enhance various projects, including short films, advertisements, branded logos and company website;
- meet with clients and other production members to discuss ideas, then create animations based on the client's vision and use artistic expertise;
- come up with reasonable timelines for job completion that will satisfy budgetary restrictions without compromising artistic integrity;
- design templates to be approved by clients and producers before launching into full-scale animation;
- to build new and innovative visual advertising campaigns for monthly mailings and social media marketing (when needed);
- update design software as necessary and continually research new methods and programmes that could improve animation projects;
- draw, import and deliver storyboards as requested by producers and clients so that all projects receive necessary approval.

Activity Areas for an Animation Technician

- Creation of storyboards
- Creation of 2D animations
- Creation of 3D animations
- Creation of stop motion animations
- Creation of lighting and special effects
- Creation of dynamic and anatomic illustrations

Activity area	Creation of storyboards
Performance description	Creation of storyboards with text panels to visualise the animation to be produced
Skills	<ul style="list-style-type: none"> -creating panels of different dimensions -creating comic strips of the animation product -creating sequences and series of panels so that there is coherence and clarity in the narration (both visual and textual) -creating clear sketches to be finalised subsequently -teamwork, negotiation, autonomy, creativity, time management
Knowledge	<ul style="list-style-type: none"> -different layout measures and typologies -comic strips techniques (continuity, cuts, edits) -organisation, strategies and techniques of visual and textual storytelling -drawing and narration techniques -team-building and negotiation techniques -creative writing and drawing -teamwork dynamics, autonomous work, time management

Activity area	Creation of 2D animations
Performance description	Creation of 2D animations, namely backgrounds, characters and objects in a bi-dimensional environment with CG tools
Skills	<ul style="list-style-type: none"> -creating screenplays and scripts -creating backgrounds, characters, and objects in bi-dimensional spaces and environments -creating 2D animation with CG software -editing animations based on the requests and suggestions of both clients and animation managers -teamwork, negotiation, autonomy, creativity, time management
Knowledge	<ul style="list-style-type: none"> -textual and visual storytelling techniques -screenplay techniques -bi-dimensional drawing tools -2D CG software like After Effect, Flash, Encore -editing techniques, software and tools -team-building and negotiation techniques -creative writing and drawing -teamwork dynamics, autonomous work, time management

Activity area	Creation of 3D animations
Performance description	Creation of 3D animations, namely backgrounds, characters and objects in a tri-dimensional environment with CG tools
Skills	<ul style="list-style-type: none"> -creating screenplays and scripts -creating backgrounds, characters, and objects in tri-dimensional spaces and environments -modelling, namely creating 3D characters and objects within a scene -creating layouts, namely positioning and animating characters and objects within a scene -rendering, namely creating animated outputs -editing animations based on the requests and suggestions of both clients and animation managers -teamwork, negotiation, autonomy, creativity, time management
Knowledge	<ul style="list-style-type: none"> -textual and visual storytelling techniques -screenplay techniques -tri-dimensional drawing tools -modelling tools -animation tools -rendering tools -3D CG software like Maya, Blender, Cinema 4D, 3Ds Max e ZBRUSH -editing techniques, software and tools -team-building and negotiation techniques -creative writing and drawing -teamwork dynamics, autonomous work, time management

Activity area	Creation of stop motion animations
Performance description	Creation of screenplays for stop motion animations through several means (e.g. photography, sculpture etc.)
Skills	<ul style="list-style-type: none"> -developing screenplays with frames (pictures) -taking high-quality pictures -post-producing pictures through editing tools like Adobe Photoshop -creating different subjects and/or objects by means with different materials (e.g. clay-motion) -creating screenplays with different materials -rendering, namely creating animated outputs -editing animations based on the requests and suggestions of both clients and animation managers -teamwork, negotiation, autonomy, creativity, time management
Knowledge	<ul style="list-style-type: none"> -textual and visual storytelling techniques -photographic equipment and tools -editing and post-production tools like Adobe Photoshop -sculpture techniques -creative techniques to produce characters and objects with different materials -screenplay techniques -editing techniques, software and tools -team-building and negotiation techniques -creative writing and drawing -teamwork dynamics, autonomous work, time management

Activity area	Creation of lighting and special effects
Performance description	Creation and post-production of animated videos with lighting tools and digital special effects
Skills	<ul style="list-style-type: none"> -storytelling through the use of lighting and special effects, whose aim is to confer a specific “tone” to the scene -using the main lighting and special effects tools -creating artificially lighting and special effects by means of different materials for stop motion videos -editing animations based on the requests and suggestions of both clients and animation managers -teamwork, negotiation, autonomy, creativity, time management
Knowledge	<ul style="list-style-type: none"> -visual storytelling through lighting and digital special effects -lighting and special effects software, like Maya -knowledge of artificial lighting and special effects techniques to create stop motion videos -editing techniques, software and tools -team-building and negotiation techniques -creative writing and drawing -teamwork dynamics, autonomous work, time management

Activity area	Creation of dynamic and anatomic illustrations
Performance description	Creation of anatomically realistic characters and dynamic objects, also through the use of VR and AR tools
Skills	<ul style="list-style-type: none"> -thinking and drawing creatively -idealising and conceiving subjects (anatomically) and objects (dynamically) -drawing with different techniques (manually and digitally) -creating subjects and objects through the use of AR and VR tools -drawing with the main digital drawing tools like Adobe Illustrator -editing animations based on the requests and suggestions of both clients and animation managers -teamwork, negotiation, autonomy, creativity, time management
Knowledge	<ul style="list-style-type: none"> -drawing techniques -anatomic and dynamic drawing for subjects and objects to be animated -AR and VR software and tools -manual and digital drawing techniques -drawing tools and software, like Illustrator -editing techniques, software and tools -team-building and negotiation techniques -creative writing and drawing -teamwork dynamics, autonomous work, time management

8.2 Animation Manager

Category - ESCO - <https://ec.europa.eu/esco/portal/occupation>

Macro-category - Managers (1)

Production and specialised services managers (13)

Information and communications technology service managers (133)

Information and communications technology service managers (1330)

Denomination - Animation Manager

Synthetic denomination - Manager

EQF - Level 7

DigComp - Level 6

EQF	7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
DigComp	6	Most appropriate tasks	Able to adapt to others in a complex context	Evaluating

Reference sector Cultural and Creative Industries (CCIs)⁶

Activity sector - Production of goods and services

Description - The animation manager is responsible for managing the day-to-day production activities and their teams. Working closely with the producer and associate

⁶ <https://ec.europa.eu/culture/sectors/cultural-and-creative-sectors>

producer, the animation manager oversees the department schedules and deliverables to ensure the efficient completion of production. Along with the associate producer, the animation manager has the task of overseeing and monitoring the entire production schedule and being able to balance and prioritise needs across all departments, with the timely and efficient delivery of the film being the ultimate goal. As the part of a film's leadership team, the production manager sets the culture of the production, as well as the culture of the studio.

Contract – job collocation – animation managers usually work normal office hours (from 35 to 40 hours a week), although they may work additional hours to meet deadlines. Animation managers are usually hired by private companies: differently from animation technicians, they rarely work as freelance professionals and their **contracts** can be either **temporary or permanent**. Animation managers work often in an office and they should be able to monitor the pipeline of the activities carried out by their teams: as a matter of fact, they are project managers. The typical employers of animation managers are: web design companies, computer games companies, film/animation studios and marketing companies.

Opportunities in the labour market – just like animation technicians, animation managers can find job opportunities more easily in the international (extra-European) market and in a few European countries (e.g. France, Germany), where the animation sector is well-developed. Being an intermediate-senior position in most cases, when making job application, animation managers should show not only a “showreel” (portfolio) of their works, but also some proven managerial experience: this can be related to internships and/or traineeship in animation companies or freelance experiences; furthermore, being the managers “accountable” for supervising, monitoring and planning activities, it is necessary for them to have a higher educational level compared to animation technicians (e.g. at least a Bachelor's Degree). Just like animation technicians, animation managers can currently find job opportunities in the EU (considering that the 2021-2027 programming aims at developing the digital market, both in terms of training and job opportunities), but mostly overseas.

Educational path - There are routes into the animation sector at a managerial level mostly for university graduates: as a matter of fact, differently from animation technicians, animation managers should have either a higher educational title (e.g. at least a Bachelor's Degree) or some experience in the animation sector, both as a trainee/intern or junior professional (e.g. at least 4 years). A degree in a relevant subject such as film, television, photography, illustration, 3D/graphic design or

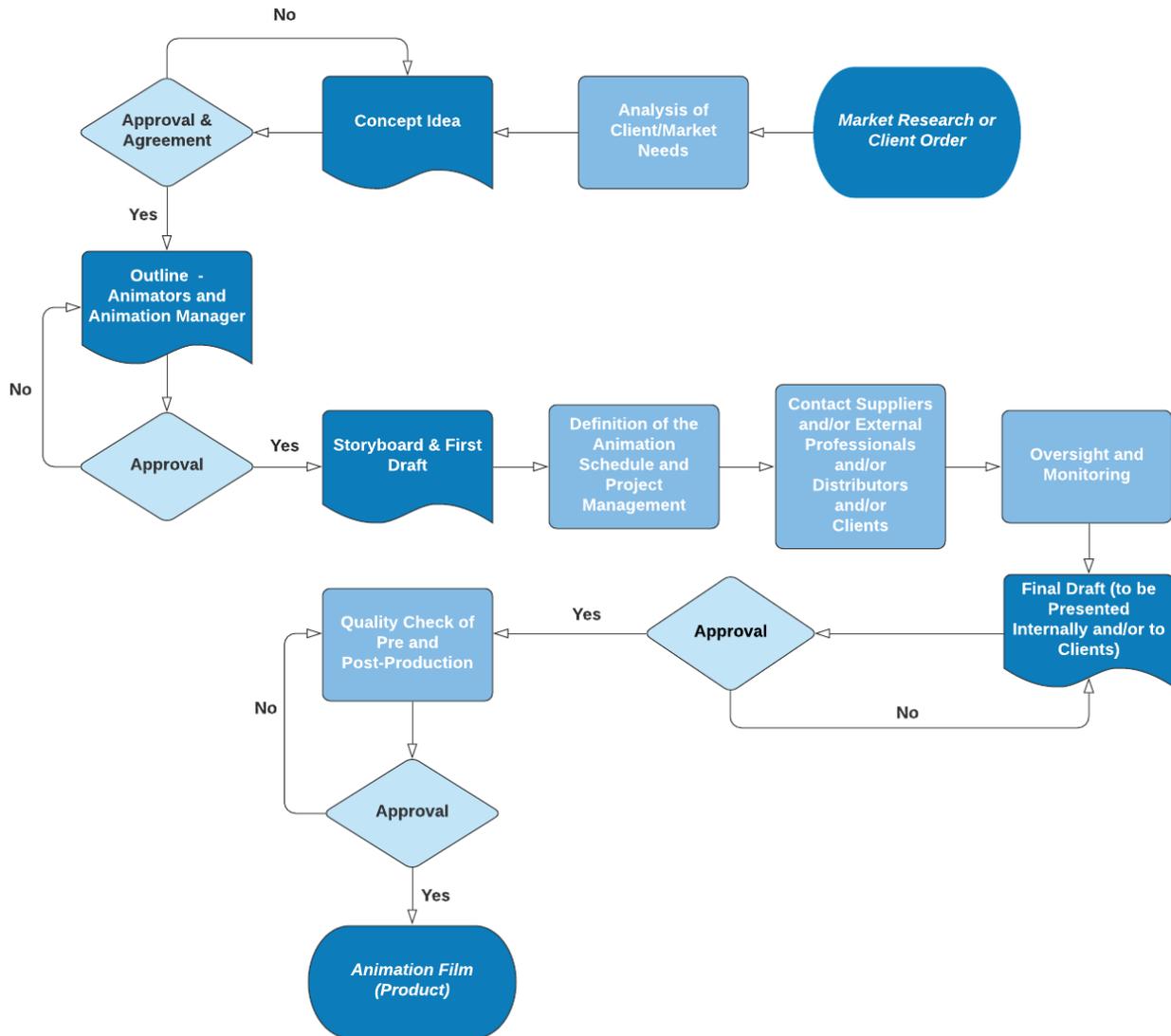
computer/computer-aided engineering will prepare animation managers for entry into the profession. A postgraduate qualification in animation can also be advantageous.

Sources - Deliverables ALICE project

Hard Skills - Depending on several factors, the animation manager should possess several specific hard skills, related strictly to the animation sector but, more in general, also to their managerial position. On the one hand, some examples of the hard skills animation managers should have are: knowledge of computer-generated imagery (CGI) tools and operating systems, knowledge of graphic and animation software (e.g. Adobe Suite, Autodesk Maya, Blender, TV Painter, Toon Boom Harmony, Dragonframe, Houdini, 3D Studio Max, Character Animator, Cinema 4D, Autodesk etc.), knowledge of rendering, modelling, prototyping techniques, drawing, motion graphics, IT skills. On the other hand, animation managers should have a deep knowledge of project management tools, useful to schedule, plan and monitor the animation workflow as well as to ensure the quality of animation products and services

Soft Skills - As far as soft skills are concerned, animation managers should be able to develop several soft skills and should be ready to be flexible. Being this industry related to creativity, animation managers, just like animation technicians, should develop the following soft skills: creativity, artistic talent, a knack for storytelling, attention to detail, ability to work under pressure, ability to meet tight deadline, ability to address and prioritize tasks quickly and efficiently, good attention to detail, excellent follow-through, self-motivated, proactive nature. Furthermore, being their role managerial, they should also have: strong communication and organisational skills, clear understanding of the principles of animation production, demonstrated skills in problem-solving techniques, experience in mentorship and guidance of the production management staff, broad strategic and time management skills and ability to prioritise tasks and activities.

The Steps in the Animation Management – Flow Chart



Main Responsibilities – animation managers should be able to:

- oversee day-to-day/week-to-week production progress and have a clear picture of the completion of the film at all times;
- ensure milestones and quotas are met and provide correction to the schedule as needed;
- establish best practices;
- prepare and distribute weekly production status reports;
- ensure communication among department leaders via production meetings and any other meetings deemed necessary;
- track and manage the complexity of the animation pipeline;

- ensure that all production data and metrics are tracked;
- oversee production management staff, delegating duties, reinforcing consistency and ensuring follow-through;
- mentor the production management staff as well as the department heads, increasing their leadership skills, production knowledge and collaboration;
- deliver feedbacks, ensuring excellence;
- work with department managers and leads to determine show-specific training needs and implement a plan;
- ensure that all production materials are properly recorded and tracked;
- negotiate with external clients and supplier and other relevant stakeholders;
- ensure the quality of products and services.

Activity areas for Animation Managers

- Analysis and coordination of the creation process of animation products
- Coordination of the executive project of animation products
- Final check and approval of animation products

Activity area	Analysis and coordination of the creation process of animation products
Performance description	Analysis and coordination of the production processes of animated products in the pre-production, production and post-production phases based on the customer's needs, taking into account the technical-economic constraints provided.
Skills	<ul style="list-style-type: none"> -using strategies to identify customer needs, through listening and communication -checking the technical feasibility of the requests and propose alternatives -managing the presentation of proposals to customers, highlighting their strengths and weaknesses -planning and organising criteria related to the peculiarities of the processes and the working environment, also in compliance with sector-specific safety, hygiene and environmental protection regulations

	<ul style="list-style-type: none"> -performing quality checks of the product and the process -organising the team's work to ensure the expected results -analysing the phases preceding the creation of an animated product -carrying out researches on market and/or customer needs -analysing the needs of the market and/or the customer -checking the compliance of the first draft with the needs of the market and / or the customer -analysing pre-production processes (storyboard and outline) -analysing production processes (operational, organizational, technological) -defining the necessary resources (physical, material and technological) to be used for the creation of the animation products -establishing KPIs and redefining them on the bases of the project needs -establishing a work "culture" together with the rest of the team
<p>Knowledge</p>	<ul style="list-style-type: none"> -institutional and product communication - main technical terminologies of the sector -research and analysis techniques -methods of calculating costs for budgeting -regulations and reference standards -copyright policy -project design and implementation methodologies -project monitoring techniques -communication and relationship management techniques -group management techniques. -animation techniques -research and analysis strategies -animation production phases -cost structure and financial planning of a project -main KPIs of the sector

Activity area	Coordination of the executive project of animation products
Performance description	Coordination of the executive design of the work, explaining the objectives to be achieved, the ways of organising the work, the deadlines and the budget an animated product in the pre-production, production and post-production phases
Skills	<ul style="list-style-type: none"> -adjusting the planned actions to unforeseen and critical issues or needs reported by partners or collaborators -selecting organisational and controlling tools, operational and management methods, functional to ensure optimal performance of the intervention -defining an editorial and graphic policy consistent with the service logic identified and the related updating procedures -determining the requirements of animation products in terms of logic and function -pre-configuring methods of integration of the different types of communication (sound, images and written text) -establishing security policies and measures to protect confidential data against hacking attacks -designing the phases preceding the creation of an animated product -designing pre-production processes (storyboard and outline) -managing projects through the main planning, reporting and monitoring tools -assigning specific tasks to the resources involved in the production of the animated product -monitoring and evaluating the animated project during the construction phases and at the end of the process -ensuring the quality of the product during the project and at the end of the project -establishing KPIs and redefining them on the bases of project needs -establishing a work “culture” together with the rest of the team

<p>Knowledge</p>	<ul style="list-style-type: none"> -project structure -principles of psychology of social groups -budget management tools and techniques -main accounting and reporting tools and techniques -project design and implementation methodologies -project monitoring techniques -communication and relationship management techniques -group management techniques -common principles and application aspects of current legislation on safety -safety at work: rules and methods of behaviour (general and specific) -research tools and analysis of market and/or customer needs -project management tools: planning, reporting and monitoring -resources management tools (physical and material) necessary for the creation of animation products -quality standards of animation product -KPIs of the process of making an animated product
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<p>Activity area</p>	<p>Final check and approval of animation products</p>
<p>Performance description</p>	<p>Verify the production results and the final costs by analysing deviations between the budget and expenses incurred for the creation of animation products and coordinate the activities and processes of promotion and distribution of the animation products</p>
<p>Skills</p>	<ul style="list-style-type: none"> -analysing deviations from the expected standards -carrying out analyses of the economic results, justifying deviations from the cost budget -evaluating the technical aspects of the production -verifying the compliance of the animation result with the project plans

	<ul style="list-style-type: none"> -planning promotion and marketing activities -coordinating the animation team in the production and post-production phases -using the main editing tools and software -planning the different phases, deadlines and meetings within the team -managing relations with the reference market -evaluating the animated project at the end of the process -ensuring the quality of the product during the creation of the project and at the end of the project -establishing a “culture” of work together with the rest of the team
<p>Knowledge</p>	<ul style="list-style-type: none"> -management of creative companies and accounting elements to evaluate the economic results of production -work analysis tools and techniques to evaluate the production process and the results achieved -marketing and promotion of the animation product -animation tools and software -planning, reporting and monitoring tools -resources management tools (physical and material) necessary for the creation of animation products -quality standards to be ensured at the end of the process -KPIs of the animation sector

9. Training courses

The training courses for animation technicians and animation managers will be based on the above-mentioned **Activity Areas**: both courses will be organised in **Training Units** and within each training unit the following elements will be identified:

- Title
- Duration
- Specific training objectives
- Training contents
- Tools and methodologies
- Organisation and logistics
- Assessment
- Evaluation and assessment

Being the two courses aimed at giving professional tools and competences to future animation technicians and animation managers, they will be organised as intensive and highly-practical paths. The training course for animation technicians will last **600 hours** (with a final internship in a company of the sector that will last 180 hours – 30% of the whole course), while the one for animation managers will last **300 hours** (with a final internship in a company of the sector that will last 90 hours – 30% of the whole course).

9.1 Training course for animation technicians

Module 1/16
Training Unit - Animation drawing techniques
Duration: 30 h
<p>Specific learning objectives in terms of</p> <p>-knowledge: digital drawing tools (vector graphics, digital colouring); main drawing techniques (e.g. dynamic, anatomical)</p> <p>-skills: being able to use the main digital drawing tools (Photoshop, Illustrator, Painter and SketchBook); being able to draw with different techniques</p>
<p>Training contents (describe the specific contents in relation to the defined learning objectives)</p>

- spatial relationships
- volume and perspectives
- light, shadows and chiaroscuro
- theory of colour
- colour gradations
- combination of colours
- digital drawing tools and techniques
 - digital colouring and painting
 - vector graphics
 - software such as Photoshop, Illustrator, Painter and SketchBook

Methods and tools

(describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)

Face-to-face lectures - 10 h

Practical exercises - 20 h

Organisation and logistics

(indicate the main equipment and materials in relation to the teaching methodology and the training purposes)

-different types of drawing sheets (e.g. A4)

-tablet/laptop/pc

-tools for manual drawing (pencils, paint brushes, pens, tempera colours etc.)

-drawing classroom (classroom)

-IT laboratory

Assessment methods

Graphic design/drawing test

Indicators: quality and precision in the execution of drawings; use of the different techniques learned during the course

Module 2/16

Training Unit – Visual storytelling techniques

Duration: 30 h

Specific learning objectives in terms of

-knowledge: graphics software; photo and video equipment; post-production tools and software; graphic design and visual storytelling

-skills: being able to use the main digital graphics tools; being able to use photo and video equipment; being able to use post-production tools and software (Adobe Photoshop, Adobe Premiere, Adobe Illustrator)

Training contents

(describe the specific contents in relation to the defined learning objectives)

- “telling” with images: elements of visual storytelling
- elements of video marketing to create successful videos
- basic equipment
- subject, script and storyboard
- pre-production
- shooting techniques
- software and operating systems
- editing (narrative style, clips, sequences)
- audio management: recordings and music
- editing and post-production

Methods and tools

(describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)

Face-to-face lectures - 10 h
Practical exercises - 20 h

Organisation and logistics

(indicate the main equipment and materials in relation to the teaching methodology and the training purposes)

- camera, video camera, tripod
- multimedia and/or books to support the theoretical study
- tablet/laptop/pc
- IT lab

Assessment methods

Production of images and/or videos by means of the tools and techniques learned during the course
Indicators: quality and precision in the creation of photos, digital images and videos; use of the different techniques learned during the course

Module 3/16

Training Unit – 2D animation

Duration: 45 h

Specific learning objectives in terms of

-knowledge: graphics software; 2D animation software; video editing software and tools; 2D animation techniques of subjects and objects in a two-dimensional digital environment

-skills: being able to use the main digital graphics tools; being able to use 2D animation tools and software (Synfig, Blender, OpenToonz, Moho)

Training contents

(describe the specific contents in relation to the defined learning objectives)

- principles of motion perception
- traditional animation techniques
- terminology and basic tools
- morphing for key poses
- timing and action
- skeleton and masses of the characters
- key locations and lines of action
- how to animate expressions
- how to animate the walk of a biped
- how to animate the walk of a quadruped
- how to animate the flight of a bird
- pencil test with digital tools
- principles of lip animation
- special effects
- production of an animation film
- storyboard
- layout
- fields, floors, rooms and space
- how to create a showreel and a portfolio

Methods and tools

(describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)

Face-to-face lectures - 15 h

Practical exercises - 30 h

Organisation and logistics

(indicate the main equipment and materials in relation to the teaching methodology and the training purposes)

- multimedia and/or books to support the theoretical study
- tablet/laptop/pc
- IT lab

Assessment methods

Creation of a 2D animation short movie using the techniques and tools learned during the course

Indicators: quality and precision in the production of the animation short movie; use of the different techniques learned during the course

Module 4/16
Training Unit – 3D animation
Duration: 45 h
<p>Specific learning objectives in terms of</p> <p>-knowledge: 3D animation software; 3D animation techniques and processes (modeling, texturing, rigging, rendering); video editing software and tools; 3D animation techniques of subjects and objects in a three-dimensional digital environment</p> <p>-skills: being able to use the main three-dimensional graphics tools; being able to use 3D animation tools and software (Autodesk Maya, Blender, Cinema 4D, 3D Studio Max)</p>
<p>Training contents (describe the specific contents in relation to the defined learning objectives)</p> <ul style="list-style-type: none"> -introduction to 3D animation -principles of 3D modelling -introduction to the use of ZBrush -introduction to polygonal modelling -modelling with Maya: character creation -texturing -different types of textures -rigging and character animation -introduction to the use of Lightwave 3D -modelling and texturing -basic rendering and animation -exterior rendering -interior rendering -introduction to the use of After Effects -management of 2D and 3D elements -timeline management -image correction -special effects
<p>Methods and tools (describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)</p> <p>Face-to-face lectures - 15 h Practical exercises - 30 h</p>
<p>Organisation and logistics (indicate the main equipment and materials in relation to the teaching methodology and the training purposes)</p> <ul style="list-style-type: none"> -multimedia and/or books to support the theoretical study -tablet/laptop/pc

-IT lab
<p>Assessment methods</p> <p>Creation of a 3D animation short movie using the techniques and tools learned during the course Indicators: quality and precision in the production of the animation short movie; use of the different techniques learned during the course</p>

Module 5/16
Training Unit – Stop motion animation
<i>Duration: 45 h</i>
<p>Specific learning objectives in terms of</p> <p>-knowledge: stop motion animation software; stop motion animation techniques and processes; useful materials for the creation of stop motion animations</p> <p>-skills: being able to use the main stop motion animation tools; being able to identify the most suitable materials to create stop motion animations; being able to use the main stop motion animation software (Dragonframe, Adobe Premiere)</p>
<p>Training contents (describe the specific contents in relation to the defined learning objectives)</p> <ul style="list-style-type: none"> -analysis and history of stop motion works -the 12 rules of stop motion animation -writing techniques for stop motion animations -the choice of materials for stop motion animations -creation of storyboards for stop motion works -photography in stop motion animation -introduction to shooting software (Dragonframe) -introduction to editing software (Adobe Premiere) -post-production in stop motion animations
<p>Methods and tools (describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)</p> <p>Face-to-face lectures - 15 h Practical exercises - 30 h</p>
<p>Organisation and logistics (indicate the main equipment and materials in relation to the teaching methodology and the training purposes)</p> <ul style="list-style-type: none"> -multimedia and/or books to support the theoretical study -camera, video camera -tablet/laptop/pc

-IT lab
<p>Assessment methods</p> <p>Creation of a stop motion animation movie using the techniques and tools learned during the course</p> <p>Indicators: quality and precision in the production of the animation short movie; use of the different techniques learned during the course</p>

Module 6/16
Training Unit – Screenplay for animation
<i>Duration: 30 h</i>
<p>Specific learning objectives in terms of</p> <p>-knowledge: creative writing techniques; structure of a screenplay; adaptation techniques of literary works (e.g. fairy tales); different formats and textual registers; word processing programs, audiovisual language and shooting techniques</p> <p>-skills: being able to write an original text to be used in an animated product; being able to adapt literary texts to animation movies; being able to use word processing programs (Microsoft Word, Grammarly etc.); being able to use the shooting tools.</p>
<p>Training contents (describe the specific contents in relation to the defined learning objectives)</p> <p>-screenplay in the animation cinema history</p> <p>-creative writing techniques</p> <p>-analysis of literary works</p> <p>-the key features of the script for animation movies:</p> <ul style="list-style-type: none"> ● structure ● dramatic conflict (highlight of the narrative) ● characters ● dialogues <p>-shooting workshop</p> <p>-writing workshop</p>
<p>Methods and tools (describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)</p> <p>Face-to-face lectures - 10 h</p> <p>Practical exercises - 20 h</p>
<p>Organisation and logistics (indicate the main equipment and materials in relation to the teaching methodology and the training purposes)</p>

-multimedia and/or books to support the theoretical study
-camera, video camera
-tablet/laptop/pc
-IT lab

Assessment methods

Drafting of a screenplay in all its phases: the idea, the concept, the subject, the lineup, the final screenplay; adaptation of a literary text/work into a screenplay

Indicators: quality and precision in the drafting of the script, taking into account the elements learned during the course; originality of the script; ability to adapt a literary text into a screenplay intended for an animation short movie

Module 7/16

Training Unit – Sculpture techniques with clay and scenic design

Duration: 30 h

Specific learning objectives in terms of

-knowledge: theories of sculpture; materials and tools for making clay sculptures; methods of reproduction of subjects and objects (real copies); use of clay sculptures for stop motion animations

-skills: being able to make subjects and objects using clay (real life copies); being able to use clay sculptures for stop motion animations; being able to make new and original characters with clay

Training contents

(describe the specific contents in relation to the defined learning objectives)

- theory and history of clay sculpture
- clay modelling techniques
- materials and working tools (spatulas, etc.)
- modelling with clay: life copies, bas-reliefs (heads and whole figures)
- anatomy studies: the human body, proportions and shapes
- study and design: the head, the body, the composition
- plaster and silicone rubber moulds for reproductions
- reproductions in clay, fiberglass and plaster
- clay-motion: shooting and editing of stop motion animation short movies
- general technical notions of scenography
- traditional construction techniques
- contemporary construction techniques
- traditional materials
- use and applications of new materials
- construction for special effects (collapses, explosions, gunshots, fire)
- decoration: traditional and modern techniques and materials involving painting, sculpture, photography
- optical and electronic effects

<p>Methods and tools (describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)</p> <p>Face-to-face lectures - 10 h Practical exercises - 20 h</p>
<p>Organisation and logistics (indicate the main equipment and materials in relation to the teaching methodology and the training purposes)</p> <ul style="list-style-type: none"> -clay, sculpture materials and modelling tools -multimedia and/or books to support the theoretical study -camera, video camera -tablet/laptop/pc -IT lab
<p>Assessment methods Creation of sculptures with clay and other materials for stop motion animation short movies and production of stop motion animation short movies using the sculptures created Indicators: quality and precision in the creation of clay sculptures; quality and originality of the stop motion animation short movie</p>

Module 8/16
Training Unit – 3D scanning and printing
Duration: 40 h
<p>Specific learning objectives in terms of</p> <p>-knowledge: principles of 3D scanning and printing; 3D scanning and modelling tools and techniques; reproduction techniques (of subjects and objects intended for animation movies)</p> <p>-skills: being able to create subjects and objects through 3D modelling and scanning tools; being able to use 3D scans for animation products</p>
<p>Training contents (describe the specific contents in relation to the defined learning objectives)</p> <ul style="list-style-type: none"> -introduction to detection technology -principles of structured light -disassembly and opacification of the object -choosing the correct parameters -post-production: from alignment to final export -how to print the scanned model -differences between the several types of reverse engineering to reconstruct the mathematics of the

<p>model</p> <ul style="list-style-type: none"> -quality analysis -3D scans for animated shorts and animations
<p>Methods and tools</p> <p>(describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)</p> <p>Face-to-face lectures - 10 h Practical exercises - 30 h</p>
<p>Organisation and logistics</p> <p>(indicate the main equipment and materials in relation to the teaching methodology and the training purposes)</p> <ul style="list-style-type: none"> -3D scanner -3D printer -reverse engineering software (e.g. Geomagic Design X) -tablet/laptop/pc -IT lab
<p>Assessment methods</p> <p>Creation of 3D scans and prints for animation short movies</p> <p>Indicators: quality and precision of the 3D scans and prints</p>

Module 9/16
Training Unit – Augmented Reality and Virtual Reality
Duration: 25 h
<p>Specific learning objectives in terms of</p> <p>-knowledge: theories and technologies of Augmented Reality (AR) and Virtual Reality (VR); devices, sensors, natural interfaces, immersive systems; gamification and digital storytelling theories and methodologies; virtual reality software such as Unity</p> <p>-skills: being able to use the main AR and VR technologies; being able to use and reproduce the main AR and VR technologies in animation movies</p>
<p>Training contents</p> <p>(describe the specific contents in relation to the defined learning objectives)</p> <ul style="list-style-type: none"> -introduction to Virtual Reality (VR) -introduction to Augmented Reality (AR) -introduction to Mixed Reality (MR) -principles of 3D Computer Graphics and stereoscopy

-languages, programming environments and tools for VR
 -cinematic VR: techniques and technologies for immersive 3D and 360° shooting
 -gamification: game design theories and methodologies
 -from Cinematic VR to AR: algorithms and tools for marker-based AR, markerless AR, Augmented Vision

Methods and tools
 (describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)

Face-to-face lectures - 10 h
 Practical exercises - 15 h

Organisation and logistics
 (indicate the main equipment and materials in relation to the teaching methodology and the training purposes)

- head-mounted display
- joystick
- digital backbone
- tablet/laptop/pc
- IT lab

Assessment methods
 Creation of immersive environments with augmented reality and virtual reality technologies; creation of a videogame simulation with augmented and virtual reality technologies

Indicators: quality and precision in the creation of virtual environments; use of the tools learned during the module

Module 10/16

Training Unit – Time management

Duration: 15 h

Specific learning objectives in terms of

- knowledge:** time management tools and techniques
- skills:** being able to identify strengths and weaknesses in one’s own time management techniques; being able to manage priority activities; being able to use time management tools

Training contents
 (describe the specific contents in relation to the defined learning objectives)

- how to plan and organise time
- the time matrix and the definition of priorities
- connection between role and time structuring

-time management between role and organisational system: the priorities of the individual and the priorities of the system
 -useful applications and their use in time management
 -calendar and "to-do" list
 -planning and time management models and tools
 -the importance of the action plan
 -the seven laws of time:

- Pareto's law: 20% of the activities we carry out produce 80% of results
- Parkinson's law: work always lasts as long as it is necessary to fill the available time to do it
- Fraisse's law: time is a subjective variable, what we like passes quickly, what we don't like lasts eternally
- Illich's law: once a certain work threshold is exceeded, personal effectiveness tends to decrease
- Murphy's law: each activity takes longer than we had initially planned
- Douglas's law of accumulation: accumulation tends to expand until it occupies every available space to contain it
- Carlson's law: carrying out an activity continuously takes less time than breaking it in several moments

Methods and tools

(describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)

Face-to-face lectures - 10 h

Practical exercises - 5 h

Organisation and logistics

(indicate the main equipment and materials in relation to the teaching methodology and the training purposes)

-multimedia and/or books to support the theoretical study

-tablet/laptop/pc

-IT lab

Assessment methods

Simulation of an activity planning in the animation sector

Indicators: quality of planning; assimilation and use of the theories learned during the module

Module 11/16

Training Unit – Team building

Duration: 15 h

Specific learning objectives in terms of

-knowledge: dynamics and characteristics of teamwork; relationship management within a team;

motivational mechanisms; organisational communication

-skills: being able to manage work by objectives; being able to motivate collaborators; being able to evaluate and develop the potential of the individual and the team; being able to develop relationships and improve communication skills between the various team functions; being able to maintain efficiency in times of crisis; being able to focus attention on the team's goals

Training contents

(describe the specific contents in relation to the defined learning objectives)

- conditions for creating a successful team
- fundamental elements for building a working group
- the different types of roles within the team
- the objectives of the team
- the individual and the group: moving from a group of people to an effective group
- create a climate of mutual trust and collaboration within a team
- the management of individuals and conflicts
- the personal improvement plan

Methods and tools

(describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)

- Face-to-face lectures - 10 h
- Practical exercises - 5 h

Organisation and logistics

(indicate the main equipment and materials in relation to the teaching methodology and the training purposes)

- material for team building activities
- tablet/laptop/pc
- IT lab

Assessment methods

Simulation of a team building activity in the context of animation
Indicators: assimilation and use of the theories and methods learned during the module

Module 12/16

Training Unit – English in the animation industry

Duration: 20 h

Specific learning objectives in terms of

-knowledge: vocabulary and expressions of the animation production process; industry terminology; communication strategies in English; knowledge of the technical language of the software used in the sector

<p>-skills: being able to communicate with the actors operating in the animation sector (customers, suppliers, distributors, marketing companies, etc.) at an international level; being able to correctly read and interpret the English language texts for the screenplay; being able to produce original scripts in English; be able to communicate with team members from other countries</p>
<p>Training contents (describe the specific contents in relation to the defined learning objectives)</p> <ul style="list-style-type: none"> -negotiation techniques in English in the animation sector -technical and commercial terms of the sector -how to produce a script in English: examples, theory and practice -exercises related to the animation sector
<p>Methods and tools (describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)</p> <p>Face-to-face lectures - 10 h Practical exercises - 10 h</p>
<p>Organisation and logistics (indicate the main equipment and materials in relation to the teaching methodology and the training purposes)</p> <ul style="list-style-type: none"> -multimedia and/or books to support the theoretical study -tablet/laptop/pc -IT lab
<p>Assessment methods Writing a short script for a cartoon in English Indicators: quality of the script at a grammatical and syntactic level; assimilation and use of theories and grammatical rules learned during the module</p>

<p>Module 13/16</p>
<p>Training Unit - Workplace health and safety</p>
<p>Duration: 15 h</p>
<p>Specific learning objectives in terms of</p> <ul style="list-style-type: none"> -knowledge: general (European) regulations on workplace safety; general workplace health regulations; protection and prevention of potential risks related to the professional sector -skills: being able to prevent the risks associated with the sector; being able to comply with general safety and health regulations
<p>Training contents</p>

<p>(describe the specific contents in relation to the defined learning objectives)</p> <ul style="list-style-type: none"> -concepts of risk, damage, prevention, protection -rights and duties of the various company subjects -security, control and assistance bodies - organisation of company prevention -risks related to duties and possible damages -prevention and protection procedures specific to the sector
<p>Methods and tools</p> <p>(describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)</p> <p>Face-to-face lectures - 10 h Practical exercises - 5 h</p>
<p>Organisation and logistics</p> <p>(indicate the main equipment and materials in relation to the teaching methodology and the training purposes)</p> <ul style="list-style-type: none"> -multimedia and/or books to support the theoretical study -tablet/laptop/pc -IT lab
<p>Assessment methods</p> <p>Multiple choice test on the contents of the module Indicators: correctness of the answers; use of the theories learned during the module</p>

Module 14/16
Training Unit – Project management
Duration: 15 h
<p>Specific learning objectives in terms of</p> <p>-knowledge: main project management tools; RBM approach; logical design framework; planning strategies</p> <p>-skills: being able to use the main project management tools; being able to carry out activities from an RBM perspective; being able to work on the basis of a logical design framework; being able to draft a strategic action plan</p>
<p>Training contents</p> <p>(describe the specific contents in relation to the defined learning objectives)</p> <ul style="list-style-type: none"> -the importance of a strategic plan -the logical framework of a project -the work breakdown structure -the main project management tools (the GANTT and the PERT charts)

<ul style="list-style-type: none"> -digital project management tools -how to implement a successful planning strategy -how to create an effective action plan
<p>Methods and tools (describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)</p> <p>Face-to-face lectures - 10 h Practical exercises - 5 h</p>
<p>Organisation and logistics (indicate the main equipment and materials in relation to the teaching methodology and the training purposes)</p> <ul style="list-style-type: none"> -multimedia and/or books to support the theoretical study -tablet/laptop/pc -IT lab
<p>Assessment methods Implementation of an action plan and a planning strategy Indicators: quality of planning; use of project management tools</p>

Module 15/16
Training Unit – Sector legislation
Duration: 10 h
<p>Specific learning objectives in terms of</p> <p>-knowledge: obligations introduced by the GDPR 679/2016; the formalities to adapt to the new provisions and the relative timing; consequences and repercussions in the event of non-compliance with the legislation; European regulations on intellectual property</p> <p>-skills: being able to define the aims and principles of the new legislation; being able to verify the adequacy of the state of security measures and obligations already adopted by the company in compliance with the legislation in force; being able to recognise the tools to protect intellectual property</p>
<p>Training contents (describe the specific contents in relation to the defined learning objectives)</p> <ul style="list-style-type: none"> -the European Regulation 679/2016 -the reasons behind the new legislation -the territorial scope of application -general principles -the “actors”: rights of the parties and information; the data controller -the Data Protection Officer

- the new obligations: the register of processing activities and the impact assessment on data protection
- consultation obligations with the supervisory authority
- codes of conduct and certifications
- transfer of data and non-EU law issues
- the protection of intellectual property
- intellectual property rights
- patents, trademarks, copyrights
- commercial secrets
- protection of designs and models
- website domains
- protection of databases
- geographical indications
- licenses and intellectual property rights
- violations of intellectual property rights

Methods and tools

(describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)

Face-to-face lectures - 5 h

Practical exercises - 5 h

Organisation and logistics

(indicate the main equipment and materials in relation to the teaching methodology and the training purposes)

- multimedia and/or books to support the theoretical study

- tablet/laptop/pc

- IT lab

Assessment methods

Multiple choice test on the topics explored during the module

Indicators: correctness of the answers; assimilation of the topics explored during the module

Module 16/16

Internship

Duration: 180 h

Specific learning objectives in terms of

- knowledge:** theories, practices, tools and software explored during the course

- skills:** execution of part or of the entire production cycle of a film or an animation movie (or commercial) through the tools and techniques learned during the course

Training contents

(describe the specific contents in relation to the defined learning objectives)

- Creation of 2D animation short movies
- Creation of 3D animation short movies
- Creation of stop motion animation short movies
- Creation of subjects and objects with different technologies such as 3D printing and scanning
- Creation of subjects and objects with manual tools and techniques such as claymotion
- Creation of original scripts for animation movies or adaptation of literary works for animation movies
- Creation of storyboards

Methods and tools

(describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)

Internship in companies of the animation industry – 180 h

Assessment methods

Report on the internship; evaluation and assessment by the host company

Summary

N.	TU	Face-to-face lectures (hours)	Practical exercises (hours)	Internship (hours)	Total (hours)
1	Animation drawing techniques	10	20		30
2	Visual storytelling techniques	10	20		30
3	2D animation	15	30		45
4	3D animation	15	30		45
5	Stop motion animation	15	30		45
6	Screenplay for animation	10	20		30
7	Sculpture techniques with clay and scenic design	10	20		30
8	3D scanning and printing	10	30		40
9	Augmented Reality and Virtual Reality	10	20		30
10	Time management	10	5		15
11	Team building	10	10		20
12	English in the animation industry	10	10		20
13	Workplace health and safety	10	5		15
14	Project management	10	5		15
15	Sector legislation	5	5		10
16	Internship	0	0	180	180
	Total	160	260	180	600

9.2 Training course for animation managers

Module 1/12
Training Unit - Theory and history of animation
Duration: 15 h
<p>Specific learning objectives in terms of</p> <p>-knowledge: history of animation; animation theories; pre-cinematographic technologies; animation in the mass culture; stylistic techniques in the history of animation cinema; the impact of animation cinema on history, culture and society</p> <p>-skills: being able to analyse the historical excursus of animation cinema; being able to recognise, distinguish and adopt different stylistic techniques in animation cinema; being able to recognise and use the most famous techniques of animation</p>
<p>Training contents (describe the specific contents in relation to the defined learning objectives)</p> <ul style="list-style-type: none"> -history of animation from the early 1900s to present -theories of animation -the main stylistic techniques -narrative styles -the impact of animation cinema on mass culture -animation cinema in culture, history and society -evolution of animation techniques -evolution of the management of animation processes
<p>Methods and tools (describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)</p> <p>Face-to-face lectures - 10 h Practical exercises - 5 h</p>
<p>Organisation and logistics (indicate the main equipment and materials in relation to the teaching methodology and the training purposes)</p> <ul style="list-style-type: none"> -multimedia and/or books to support the theoretical study -tablet/laptop/pc -IT lab
<p>Assessment methods Multiple choice test on the contents of the module Indicators: correctness of the answers; use of the theories learned during the module</p>

Module 2/12
Training Unit – Production process
Duration: 30 h
<p>Specific learning objectives in terms of</p> <p>-knowledge: workflow of the production process; storyboard and outline; coordination of the various production phases; supervision and monitoring techniques; pre-production and post-production techniques and tools; quality standard of animation products; main software and applications</p> <p>-skills: being able to manage and coordinate the animation process; being able to collaborate in the creation of a storyboard and in the drafting of an outline; being able to guide the team in the various phases of the animation process; being able to monitor the production process; being able to work personally in the pre-production and post-production phases; being able to evaluate and establish the quality standards of the animation product and verify the compliance of the initial objectives with the final product; being able to use the main applications and software</p>
<p>Training contents (describe the specific contents in relation to the defined learning objectives)</p> <ul style="list-style-type: none"> -workflow of the animation process -use of the main software (e.g. Maya; Cinema 4D etc.) -pre-production phases, techniques and tools: the creation of the storyboard and outline -management of tasks in the work team -quality control in the various production phases -post-production phases, techniques and tools: editing tools and software -techniques for monitoring a production process -the quality standards of an animation product -management of relations within the team -management of relations with external actors
<p>Methods and tools (describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)</p> <p>Face-to-face lectures - 10 h Practical exercises - 20 h</p>
<p>Organisation and logistics (indicate the main equipment and materials in relation to the teaching methodology and the training purposes)</p> <ul style="list-style-type: none"> -multimedia and/or books to support the theoretical study -tablet/laptop/pc -IT lab

Assessment methods

Multiple choice test and written production on the theories learned during the module; group simulation

Indicators: correctness of the answers; assimilation of the theories explored during the course; evaluation of the contribution in the group simulation

Module 3/12

Training Unit – Storytelling

Duration: 20 h

Specific learning objectives in terms of

-knowledge: visual and textual storytelling techniques; creative writing techniques; use of storytelling in new media and channels; techniques for promoting an animation product through visual and textual storytelling techniques

-skills: being able to experiment through the most innovative storytelling techniques; being able to communicate externally the creative and productive path through visual and textual storytelling techniques; being able to use creative writing techniques

Training contents

(describe the specific contents in relation to the defined learning objectives)

- introduction to storytelling
- structure and objectives of the story
- creative writing and copywriting techniques
- visual storytelling: tools and techniques
- video marketing elements to create successful videos
- the grammar of visual language
- subjects, script and storyboard
- pre-production
- assembly software and operating systems
- editing (narrative style, clips, sequences)
- post-production
- case studies: successful storytelling

Methods and tools

(describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)

Face-to-face lectures - 10 h

Practical exercises - 10 h

Organisation and logistics

(indicate the main equipment and materials in relation to the teaching methodology and the training)

purposes)
-camera, video camera, tripod
-multimedia and/or books to support the theoretical study
-tablet/laptop/pc
-IT lab

Assessment methods

Production of images and videos using the techniques and tools learned during the module;
simulation of a promotional activity using copywriting and creative writing techniques
Indicators: quality and precision in the creation of photos, digital images and videos; use of the techniques learned during the module

Module 4/12

Training Unit - Marketing

Duration: 25 h

Specific learning objectives in terms of

-knowledge: traditional marketing theories and tools; digital marketing theories and tools; positioning theories and tools; market research and analysis tools and techniques; promotion and communication of the product and/or service

-skills: being able to carry out strategic marketing campaigns for the promotion of the product and/or service; being able to conduct market research; be able to anticipate the needs of the market and/or the customer; being able to promote the product/service through traditional and digital marketing tools

Training contents

(describe the specific contents in relation to the defined learning objectives)

- traditional marketing theories and tools
- digital marketing theories and tools
- market analysis and research: demand and supply
- competitive strategies
- customer needs and market trends
- web marketing
- social media marketing
- content marketing
- inbound marketing
- convergent marketing
- the main software and tools for effective digital marketing

Methods and tools

(describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)

Face-to-face lectures - 15 h
Practical exercises - 10 h

Organisation and logistics

(indicate the main equipment and materials in relation to the teaching methodology and the training purposes)

- multimedia and/or books to support the theoretical study
- tablet/laptop/pc
- IT lab

Assessment methods

Market research and analysis for the animation sector; drafting of a marketing plan; simulation of a digital marketing campaign for the animation sector

Indicators: quality of research and market analysis (report); quality and reliability of the marketing plan; quality of the digital marketing campaign based on a set of objectives

Module 5/12

Training Unit – Entrepreneurship and creative development

Duration: 15 h

Specific learning objectives in terms of

-knowledge: visual design techniques; design thinking; results-based management approach; in-depth knowledge of the reference sector; innovative business models; lean thinking; "Disruptive innovation management"

-skills: being able to implement innovative business strategies; being able to think in a "lean" way; being able to work towards goals; being able to implement new strategies through tools such as visual design; being able to anticipate the needs of the market

Training contents

(describe the specific contents in relation to the defined learning objectives)

- the fundamental elements of an innovative strategic plan
- analysis of external and internal factors
- definition of "business models"
- elements of the "business model": how to design a business model
- business model innovation
- innovation in the organisation
- visual design tools and techniques
- optimisation of resources and processes: lean thinking
- mind mapping tools and techniques
- case studies

Methods and tools

(describe the didactic and organisational methodologies adopted both for an effective learning of

theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)

Face-to-face lectures - 10 h

Practical exercises - 5 h

Organisation and logistics

(indicate the main equipment and materials in relation to the teaching methodology and the training purposes)

-multimedia and/or books to support the theoretical study

-tablet/laptop/pc

-IT lab

Assessment methods

Simulation and presentation of an innovative business proposal through the theories and tools learned during the course

Indicators: innovativeness of the proposal; quality of presentation; use of the tools and techniques explored during the course

Module 6/12

Training Unit – Leadership and team building

Duration: 20 h

Specific learning objectives in terms of

-knowledge: the basics of leadership; tools and strategies for managing a team; elements of organisational culture; motivational techniques; problem-solving and decision-making strategies; public speaking techniques; dynamics and characteristics of a work team; relationship management within a work team; motivational mechanisms; organisational communication

-skills: being able to lead a team in a collaborative way; being able to motivate a team to achieve objectives; being able to use motivational techniques; being able to implement a culture of sharing, collaboration and common goals; being able to adopt innovative solutions in the management of activities and in the management of the team itself

Training contents

(describe the specific contents in relation to the defined learning objectives)

-different leadership styles

-the importance of motivation

-the development of collaborators within the team

-decision making

-conflict management and feedback

-key skills for a successful leadership

-teamwork and team building

-emotional intelligence and stress management

<p>Methods and tools (describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)</p> <p>Face-to-face lectures - 10 h Practical exercises - 10 h</p>
<p>Organisation and logistics (indicate the main equipment and materials in relation to the teaching methodology and the training purposes)</p> <p>-multimedia and/or books to support the theoretical study -tablet/laptop/pc -IT lab</p>
<p>Assessment methods Simulation of a working group context; verification of leadership and team building skills in the context of animation Indicators: assimilation and use of the theories and methods learned during the module</p>

Module 7/12
Training Unit – Time management
Duration: 15 h
<p>Specific learning objectives in terms of</p> <p>-knowledge: time management tools and techniques; useful technologies for time management</p> <p>-skills: being able to identify strengths and weaknesses in one's own time management techniques; being able to manage priority activities; being able to use time management tools</p>
<p>Training contents (describe the specific contents in relation to the defined learning objectives)</p> <p>-how to plan and organise time -the time matrix and the definition of priorities -connection between role and time structuring -time management between role and organisational system: the priorities of the individual and the priorities of the system -useful applications and their use in time management -calendar and "to-do" list -planning and time management models and tools -the importance of the action plan -the seven laws of time:</p> <ul style="list-style-type: none"> ● Pareto's law: 20% of the activities we carry out produce 80% of results ● Parkinson's law: work always lasts as long as it is necessary to fill the available time to do it ● Fraisse's law: time is a subjective variable, what we like passes quickly, what we don't like lasts

eternally

- Illich's law: once a certain work threshold is exceeded, personal effectiveness tends to decrease
- Murphy's law: each activity takes longer than we had initially planned
- Douglas's law of accumulation: accumulation tends to expand until it occupies every available space to contain it
- Carlson's law: carrying out an activity continuously takes less time than breaking it in several moments

Methods and tools

(describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)

Face-to-face lectures - 5 h

Practical exercises - 10 h

Organisation and logistics

(indicate the main equipment and materials in relation to the teaching methodology and the training purposes)

-multimedia and/or books to support the theoretical study

-tablet/laptop/pc

-IT lab

Assessment methods

Simulation of an activity planning in the animation sector

Indicators: quality of planning; assimilation and use of the theories learned during the module

Module 8/12

Training Unit – Project management

Duration: 20 h

Specific learning objectives in terms of

-knowledge: main project management tools; RBM approach; logical design framework; planning strategies

-skills: being able to use the main project management tools; being able to carry out activities from an RBM perspective; being able to work on the basis of a logical design framework; being able to draft a strategic action plan

Training contents

(describe the specific contents in relation to the defined learning objectives)

-the importance of a strategic plan

-the logical framework of a project

- the work breakdown structure
- the main project management tools (the GANTT and the PERT charts)
- digital project management tools
- how to implement a successful planning strategy
- how to create an effective action plan

Methods and tools

(describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)

Face-to-face lectures - 5 h
Practical exercises - 15 h

Organisation and logistics

(indicate the main equipment and materials in relation to the teaching methodology and the training purposes)

- multimedia and/or books to support the theoretical study
- tablet/laptop/pc
- IT lab

Assessment methods

Implementation of an action plan and a planning strategy
Indicators: quality of planning; use of project management tools

Module 9/12

Training Unit – Workplace health and safety

Duration: 15 h

Specific learning objectives in terms of

-knowledge: general (European) regulations on workplace safety; general workplace health regulations; protection and prevention of potential risks related to the professional sector

-skills: being able to prevent the risks associated with the sector; being able to comply with general safety and health regulations

Training contents

(describe the specific contents in relation to the defined learning objectives)

- concepts of risk, damage, prevention, protection
- rights and duties of the various company subjects
- security, control and assistance bodies
- organisation of company prevention
- risks related to duties and possible damages
- prevention and protection procedures specific to the sector

<p>Methods and tools (describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)</p> <p>Face-to-face lectures -10 h Practical exercises - 5 h</p>
<p>Organisation and logistics (indicate the main equipment and materials in relation to the teaching methodology and the training purposes)</p> <ul style="list-style-type: none"> -multimedia and/or books to support the theoretical study -tablet/laptop/pc -IT lab
<p>Assessment methods Multiple choice test on the contents of the module Indicators: correctness of the answers; use of the theories learned during the module</p>

<p>Module 10/12</p>
<p>Training Unit – English in the animation industry</p>
<p>Duration: 20 h</p>
<p>Specific learning objectives in terms of</p> <ul style="list-style-type: none"> -knowledge: vocabulary and expressions of the animation production process; industry terminology; communication strategies in English; knowledge of the technical language of the software used in the sector -skills: being able to communicate with the actors operating in the animation sector (customers, suppliers, distributors, marketing companies, etc.) at an international level; being able to correctly read and interpret the English language texts for the screenplay; being able to produce original scripts in English; be able to communicate with team members from other countries
<p>Training contents (describe the specific contents in relation to the defined learning objectives)</p> <ul style="list-style-type: none"> -negotiation techniques in English in the animation sector -technical and commercial terms of the sector -how to produce a script in English: examples, theory and practice -exercises related to the animation sector
<p>Methods and tools (describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional</p>

standard; describe the different teaching methods with which the contents of the training are conveyed)

Face-to-face lectures -10 h

Practical exercises - 10 h

Organisation and logistics

(indicate the main equipment and materials in relation to the teaching methodology and the training purposes)

-multimedia and/or books to support the theoretical study

-tablet/laptop/pc

-IT lab

Assessment methods

Writing a short script for a cartoon in English

Indicators: quality of the script at a grammatical and syntactic level; assimilation and use of theories and grammatical rules learned during the module

Module 11/12
Training Unit – Sector legislation
Duration: 10 h
<p>Specific learning objectives in terms of</p> <p>-knowledge: obligations introduced by the GDPR 679/2016; the formalities to adapt to the new provisions and the relative timing; consequences and repercussions in the event of non-compliance with the legislation; European regulations on intellectual property</p> <p>-skills: being able to define the aims and principles of the new legislation; being able to verify the adequacy of the state of security measures and obligations already adopted by the company in compliance with the legislation in force; being able to recognise the tools to protect intellectual property</p>
<p>Training contents (describe the specific contents in relation to the defined learning objectives)</p> <ul style="list-style-type: none"> -the European Regulation 679/2016 -the reasons behind the new legislation -the territorial scope of application -general principles -the “actors”: rights of the parties and information; the data controller -the Data Protection Officer -the new obligations: the register of processing activities and the impact assessment on data protection -consultation obligations with the supervisory authority -codes of conduct and certifications -transfer of data and non-EU law issues -the protection of intellectual property -intellectual property rights -patents, trademarks, copyrights -commercial secrets -protection of designs and models -website domains -protection of databases -geographical indications -licenses and intellectual property rights -violations of intellectual property rights
<p>Methods and tools (describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)</p> <p>Face-to-face lectures -5 h Practical exercises - 5 h</p>

Organisation and logistics

(indicate the main equipment and materials in relation to the teaching methodology and the training purposes)

- multimedia and/or books to support the theoretical study
- tablet/laptop/pc
- IT lab

Assessment methods

Multiple choice test on the topics explored during the module

Indicators: correctness of the answers; assimilation of the topics explored during the module

Module 12/12

Internship

Duration: 90 h

Specific learning objectives in terms of

-knowledge: theories, practices and tools explored during the course

-skills: management, monitoring, execution of part or of the entire cycle of a film or an animation movie (or commercial) through the tools and techniques learned during the course

Training contents

- planning of the production cycle
- management of the relation with both external and internal actors
- monitoring of the production cycle
- management of the production cycle
- quality controls over the entire production cycle
- compliance assurance with quality standards and objectives

Methods and tools

(describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)

Internship in companies of the animation industry – 90 h

Assessment methods

Report on the internship; evaluation and assessment by the host company

Summary

N.	TU	Face-to-face lectures (hours)	Practical exercises (hours)	Internship (hours)	Total (hours)
1	Theory and history of animation	15	5		20
2	Production process	10	20		30
3	Storytelling	10	10		20
4	Marketing	15	10		25
5	Entrepreneurship and creative development	10	5		15
6	Leadership and team building	10	10		20
7	Time management	5	10		15
8	Project management	5	15		20
9	Workplace health and safety	10	5		15
10	English in the animation industry	10	10		20
11	Sector legislation	5	5		10
12	Internship			90	90
	Total	105	105	90	300

These courses have been drafted on the bases of the explored training needs and demands of the key players in the animation industry: therefore, they should serve as a reference and can be “modulated” on the bases of the needs, requirements, entry levels of students and other criteria; also the duration, didactic methodologies and other sections can be changed and modified in relation to the needs and objectives.

10. Entrepreneurship Training

10.1 Introduction

Entrepreneurship is related to the ability to translate ideas into action. Entrepreneurship programmes and modules offer the tools to think creatively and solve problems effectively. Entrepreneurship training can prove to be particularly effective and useful, since people working in the creative industry sector, especially in animation, can consider self-employment when approaching the labour market.

“Entrepreneurship is an important driver of economic growth and job creation: it creates new businesses and jobs, opens up new markets, improves productivity and creates wealth. An entrepreneurial mindset improves a young person’s employability. Entrepreneurship and in particular small and medium-sized enterprises (SMEs) are the backbone of the European economy and represent the most important source of new employment” (Council of the European Union, 2014). The issue of business creation in young people is therefore decisive both for the economic growth of a country and for the development of the potential for social and work inclusion of the new generations.

The development of entrepreneurial skills is included in the policies of the European Union and the Member States. As a matter of fact, over fifteen years ago, the European Commission (Official Journal of the European Union, 2006) identified the eight key competences necessary for a knowledge-based society and then updated them in 2018 (Council of the European Union, 2018) including functional alphabetic; multilingual skills; mathematics and science, technology and engineering; digital skills; personal and social skills; ability to “learn to learn”; active citizenship; entrepreneurial skills; cultural awareness and expression. Among these, the entrepreneurial competence is defined as (Council of the European Union, 2018) “the ability to act on the basis of ideas and opportunities and transform them into values for others. It is based on creativity, critical thinking and problem solving, initiative and perseverance, as well as the ability to work collaboratively in order to plan and manage projects that have cultural, social or financial value”. The need to strengthen citizens’ entrepreneurial and innovation capacities also emerges in the “flagship initiatives” included in the Europe 2020 strategy for employment and sustainable growth: “The Innovation Union”, “Youth on the Move” and “An Agenda for New Skills and Employment”. Moreover, enhancing creativity and innovation and including entrepreneurship at all levels of Vocational Education and Training is one of the long-

term objectives of the “ET 2020” strategic framework for European cooperation in education and training. As a matter of fact, the European Commission in the Communication “Entrepreneurship 2020 Action Plan” dedicates the first action line to the improvement of education and training for entrepreneurship, considered a key factor for competitiveness and growth.

Entrepreneurship is therefore a tool for personal and economic development. The entrepreneurial choice allows the expression of an original vision, creativity, goals and personal fulfilment, creates material wealth and value, innovation through new products and services, generates employment through the creation of new jobs in the enterprise itself, in those of suppliers and customers and contributes to the quality of life in the local community (Dowling & Schmude, 2007; Fritsch & Mueller, 2004; Nandram & Samson, 2006; van Praag & Versloot, 2007).

For this reason, in addition to the need to define professional profiles for animation technicians and managers, a training course for entrepreneurship has been structured: it aims at building knowledge and skills to start or manage a business and is addressed mostly to potential entrepreneurs (vulnerable or unemployed) and those who already are entrepreneurs.

Therefore, as final activity, the WG2 “Entrepreneurship & Training” proposes a training course coherent with the EntreComp, Entrepreneurship Competence Framework, the Reference Framework for Entrepreneurship Competence, published in June 2016, which produced a common definition of “entrepreneurship” that helps to establish a bridge between the worlds of education and work and can be taken as a reference for any initiative that aims to promote and support entrepreneurship learning.

10.2. Programmes and activities

10.2.1 Contents and methods

In teaching entrepreneurship, it is particularly important to focus on the personality of the students. This type of training should promote creativity, initiative, risk appetite as well as other characteristics and skills that generally constitute the bases of entrepreneurship.

As far as operational skills are concerned, a distinction needs to be made between the general entrepreneurial skills that everyone should acquire and those specifically needed for social or commercial entrepreneurship (for instance, to start a business).

In programmes that can naturally lead to the creation and management of a small business, specific training focused on how to carry out this activity may be useful and necessary.

Common goals for all learners can be, for example:

- taking advantage of opportunities;
- further elaborating an idea to make it a product or service;
- having the courage to face problems and solve them;
- creating networks with other students and/or companies;
- accepting the consequences of specific choices;
- considering self-employment as a valid professional choice;
- responsibly managing resources and money;
- understanding the way organisations operate in society.

For students who will start their own business after completing the qualifying training path, more specific skills will be needed such as:

- being able to draw up a business plan;
- knowing the administrative procedures for starting a business;
- having a knowledge of accounting, commercial law and tax law;
- being aware of business ethics and social responsibility;
- acquiring a full understanding of the market mechanisms;
- being aware of sales techniques.

Problem-solving and experience-oriented training is indispensable for developing entrepreneurial mindsets and skills. In particular, good results can be achieved by working in small groups.

Some examples of the teaching methods that can be used are:

- face-to-face lectures;
- visual design;
- computer simulation and games;
- student-run businesses;
- implementation of projects and team work;
- visits to companies;
- internships;
- training and mentoring;
- RPGs; discussions and brainstorming;

- case studies.

The European Commission’s Thematic Working Group for Entrepreneurship Education has identified a wide range of teaching methods deemed particularly effective in entrepreneurship training. Teaching methods can be grouped according to their level of use. Depending on the degree of intensity and complexity with which they are used, some methods can work on multiple levels and involve different levels of investment.

Micro Level

These are small interventions that can be easily and immediately inserted into existing teaching and for this reason they can be classified as a micro level. Teachers can use them in the classroom, within existing curricula and in all types of subjects. The following table offers a list of methodologies proposed at European level.

Micro Level (individual teaching practices)	
<ul style="list-style-type: none"> • More widespread and intensive use of ICT (e.g. digital storytelling or blogging) • Visual design (e.g. Business Model Canvas) • Examples from everyday life • Action Learning • Self-directed learning • Mind mapping • Podcasts and use of video and film sequences • Storytelling • Role-play 	<ul style="list-style-type: none"> • Reflective practice • Problem-based teaching • Problem-based discussions • Use of metaphors • Podcasts and use of video and film sequences • Challenges to inventiveness

Medium level

At the medium level, there are methods and activities that require an adaptation of existing teaching approaches, which can be agreed and implemented on an institution or training basis. For example, the creation of a stimulating learning environment oriented to the individual skills of each learner, based on previously achieved learning outcomes. Some methodologies, primarily mini-enterprises, require training organisations to equip themselves with specific infrastructures. The teaching time also

needs to be modified and dedicated to specific topics if you intend to give substance to such activities.

Medium Level (activities involving the whole training organisation)	
<ul style="list-style-type: none"> • Creation of business plans starting from the business idea, up to the definition of the budget • Self-directed learning • Design-based learning • Exercises on marketing and sales • Shadowing of entrepreneurs • Generation and development of creative ideas 	<ul style="list-style-type: none"> • Project-based lessons • Case studies • Group puzzles • Mini-enterprises • Business simulation • Discussion groups • Reflective practice

Macro Level

Entrepreneurship curricula may also be related to teaching methods that need to be implemented at a macro level. This might mean that their adoption could require a certain amount of structural changes in the programming of education and training policies. The implementation of these methods also requires the presence of specific pre-conditions that must be promoted at the political level in the local, regional or national context.

Macro Level (activities involving public institutions policies on education/training)	
<ul style="list-style-type: none"> • Weekends for business creation • Competitions between training bodies • Business simulations • Mini-enterprises integrated into the curriculum and evaluation practices of training bodies • Real problems faced by companies 	<ul style="list-style-type: none"> • Project methodologies • Entrepreneurial internship in start-ups, companies, social enterprises, NGOs • Start-ups promoted by students integrated into the curriculum and evaluation practices

10.2.2 Entrepreneurship and Business Model Canvas

The “Entrepreneurship and Business Model Canvas” course is part of the process of creating new technology-based companies deriving from:

(i) application of university research results;

- (ii) collaboration between creative companies and researchers;
- (iii) ideas of young entrepreneurs in the Creative Industries sector with a focus on the Animation subsector.

In this context, the course aims at developing the skills to understand and bring specific innovations up to the market stages. This learning path is carried out both by providing potential entrepreneurs with the necessary working methods and ensuring that they work actively throughout the course together with the entrepreneurs of a real “start-up”. During the training course the students are given the tools to prepare a strategic/financial plan for the development of a start-up starting from real cases. The course contents include all the fundamental components for the creation of a new company: definition of the business model, analysis of the value offer of the service/product, development of the customer discovery phase with relative analysis of the market and competitive context, definition of the strategy and technological roadmap, marketing and sales plan, organisational plan, preparation of the economic-financial statements and elaboration of the financing methods.

Expected Results

The course aims at transferring knowledge related to the understanding and management of a complex problem, like the creation of a new business, according to an entrepreneurial vision.

It can be summarised as follows:

- analytical skills for the development of the entire business model necessary for the start-up of a new company, including the definition of the business model and the aspects of novelty and value creation, the necessary analytical process for the collection and use of data related to the competitive scenario and the market, the definition of strategy guidelines and the preparation of economic and financial statements;
- ability to synthesise and apply concepts from the specific sector, in order to give a correct representation and evaluation of the processes for adopting technologies and their productive and economic implications;
- development of “soft skills” related to presentation, self-assessment, teamwork and interaction skills in an environment similar to that of work;
- ability to use collaborative group work tools, based on web platforms, to support group work activities and collect and manage the information for the creation of the business plan.

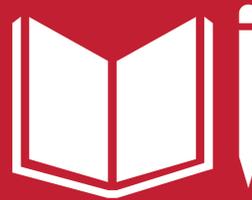
The goal is to provide participants with all the tools to develop an entrepreneurial project, create a new business model or innovate their existing business model.

10.2.3 Consistency with the 2030 Agenda for Sustainable Development

The paths for entrepreneurship and Business Model canvas are consistent with the following objectives (Sustainable Development Goals, SDG) of the 2030 Agenda for Sustainable Development of the UN:

Goal 4: Provide quality, equitable and inclusive education and learning opportunities for all.

4 QUALITY EDUCATION



Goal 8: Encourage lasting, inclusive and sustainable economic growth, full and productive employment and decent work for all.

8 DECENT WORK AND ECONOMIC GROWTH



Goal 9: Build a resilient infrastructure and promote innovation and fair, responsible and sustainable industrialisation.

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10.2.4 Programme

Module 1 - Business Model Canvas

Modulo 2 - Value Proposition Canvas

Modulo 3 - Marketing for Creative Industries

Modulo 4 - Crowdfunding as a market-test tool

Modulo 5 - Financial Forecasts

Modulo 6 - Mentoring for entrepreneurs in Creative Industries

N.	Training Unit	Face-to-face lectures (hours)	Practical exercises (hours)	Total (hours)
1	Business Model Canvas	5	15	20
2	Value Proposition Canvas	5	15	20
3	Marketing for Creative Industries	10	15	25
4	Crowdfunding as a market-test tool	5	10	15
5	Financial Forecasts	10	15	25
6	Mentoring for entrepreneurs in Creative Industries	5	10	15
Total		40	80	120

10.2.5 Didactic Structure

Module 1/6
Business Model Canvas
Duration: 20 h
<p>Training contents</p> <ol style="list-style-type: none"> 1. Business Model Canvas Theory 2. Use of the Business Model Canvas 3. Business Model Innovation Theory 4. Questions for Business Model Innovation
<p>Methods and tools</p> <p>(describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)</p> <p>Face-to-face lectures - 5 h Practical exercises with the BMC - 15 h</p>

Tool: Business Model Canvas (Annex 1)
Assessment methods Assessment and evaluation of the Business Model Canvas

Module 2/6
Value Proposition Canvas
Duration: 20 h
Training contents 1. Value Proposition Canvas Theory 2. Use of the Value Proposition Canvas 3. Prototyping and experimentation 4. Experimentation
Methods and tools (describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed) Face-to-face lectures - 5 h Practical exercises with the Value Proposition Canvas - 15 h Tool: Value Proposition Canvas (Annex 2)
Assessment methods Assessment and evaluation of the Value Proposition Canvas

Module 3/6
Marketing for Creative Industries
Duration: 25 h
Training contents 1. Branding theory for start-ups 2. Marketing Canvas guidelines 3. Marketing Canvas 4. Marketing Canvas Exercises
Methods and tools (describe the didactic and organisational methodologies adopted both for an effective learning of

theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)

Face-to-face lectures - 10 h

Practical exercises with the Marketing Canvas - 15 h

Tool: Marketing Canvas (Annex 3)

Assessment methods

Assessment and evaluation of the Marketing Canvas

Module 4/6

Crowdfunding as a market-test tool

Duration: 15 h

Training contents

1. What is a crowdfunding campaign and how to define its objectives
2. Crowdfunding strategy
3. Development of the crowdfunding campaign

Methods and tools

(describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)

Face-to-face lectures - 5 h

Practical exercises - 10 h

Assessment methods

Creation of a crowdfunding campaign

Module 5/6

Financial Forecasts

Duration: 25 h

Training contents

1. Cost and budget theory

2. Financial forecasts
3. Forecasts of sales and cash flows

Methods and tools

(describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)

Face-to-face lectures - 10 h
Practical exercises - 15 h

Assessment methods

Assessment of the budget strategy and business plan

Module 6/6

Mentoring for entrepreneurs of the Creative Industries

Duration: 20 h

Training contents

1. The role of the mentor
2. How to find a mentor
3. Mentoring Meetings

Methods and tools

(describe the didactic and organisational methodologies adopted both for an effective learning of theoretical-technical knowledge and a complete development of skills required by the professional standard; describe the different teaching methods with which the contents of the training are conveyed)

Face-to-face lectures - 5 h
Practical exercises - 10 h

Assessment methods

Mentoring Meeting

11. Conclusions and recommendations

From the research and analysis of the WG “Entrepreneurship & Training” it emerged that there is a large mismatch between the skills required in the animation industry and the skills students gain after attending training courses in public and/or private education/training institutions at European level.

In order to stimulate the European animation industry, it would be appropriate to involve all the key players in the orbit of this industry, i.e. public decision makers, private companies in the sector (production companies, distribution companies, promotional companies, etc.), freelance professionals and public and private training institutions: it would be advisable to encourage professional and “professionalising” training courses, which would be more suitable than institutional training courses (BAs, MAs, etc.) to foster a pool of potential students to participate in the courses; as a model for these courses, reference can be made to those contained in this report, which can be modulated according to the skills of incoming students and the specific objectives of the courses (thus modifying their duration, teaching methods and methodologies, etc.). It would be recommendable to finance these courses with European funds, such as the European Social Funds (ESF) following the EQF and DigComp standards, already suggested in the sections concerning the professional profiles of this report.

Furthermore, it would be appropriate to standardise the professional profiles of the animation technician and animation manager at European level, in order to have a standard to refer to for both the courses and the search for profiles, the so-called “head hunting” carried out by private companies operating in this industry.

With regards to training and support for entrepreneurship, the responsibility for developing education and training policies obviously falls on national, regional and local governments. However, in this area, a European approach could help to ensure greater coordination between national policies, exchange best practices and experiences and monitor progress. Evaluating existing policies and measures will help to achieve a better understanding of current trends as well as to set goals to be achieved.

11.1 Final recommendations regarding the actions to be taken

11.1.1 Public authorities:

1. Establishing a national steering committee for entrepreneurial education, which includes representatives from different ministries and stakeholders (including those responsible for training delivery and NGOs), with the aim of launching and developing a national strategy;
2. Having a regulatory framework that makes entrepreneurial education possible, as well as making available the necessary funds (e.g. for teacher training, support tools, teaching material);
3. Including entrepreneurial development as an explicit goal in the curriculum and formally recognise entrepreneurial education activities; developing guidance documents (e.g. curricula and training programmes) and guidelines, as well as assess the scope and effect of entrepreneurial education in schools;
4. Making career exploration compulsory and incorporating entrepreneurship into career guidance; every student should have the opportunity to learn what is necessary in the field of entrepreneurship;
5. Raising awareness among headmasters and improving their knowledge of entrepreneurial education for example by organising seminars on the subject;
6. Helping teachers to become more qualified in the field of entrepreneurship; introducing entrepreneurial education university curricula and supporting on-site teacher training by experienced providers;
7. Supporting non-profit organisations and NGOs whose mission is to promote and deliver entrepreneurial education programmes and which act as intermediaries between vocational schools and businesses;
8. Granting “micro scholarships” to innovative and brilliant students who wish to start a self-employment activity and who have a good business idea.

11.1.2 Educational/Training Institutions:

1. Within the training institutions, establishing the role of the “champion” of the company who is responsible, in particular, for the training institution-company partnerships, or encouraging one or two trainers to take responsibility;
2. Extending entrepreneurship to every field of study in vocational education; linking practical training in specific fields of study to the goal of entrepreneurship and provide support for students interested in starting a business;

3. Presenting entrepreneurship in a practical way; promoting the use of methods based on concrete experience (implementation of projects with real companies or with the local community, mini-companies run by students, etc.);
4. Involving companies in the entrepreneurial education process; ensuring access to experts (from businesses, business associations and NGOs) who can provide on-going training and support;
5. Organising talks and seminars held by entrepreneurs to encourage students and raise awareness of the potential implications of becoming self-employed;
6. Encouraging and motivating teachers by ensuring they have access to appropriate training, information and guidance; creating internships programmes in national and foreign companies.

11.1.3 Business associations and other intermediary organisations:

1. Promoting partnerships between educational institutions and companies, as well as acting as intermediaries in the search for internships for students and trainers;
2. Ensuring the support of experts in the elaboration of programmes and cooperating with training institutions in the implementation of activities related to entrepreneurship, especially through projects;
3. Encouraging both young and experienced entrepreneurs to participate in entrepreneurial education as role models;
4. Raising awareness of companies, especially at a local level: launching corporate social responsibility (CSR) initiatives that will motivate more business people to participate in entrepreneurial education.

11.1.4 Coordination and support at European level:

1. Setting up a European platform for entrepreneurial education, providing all information, good practices, exchanges, partners, promotional material, etc.;
2. Making funds available through existing European programmes for students, teachers, entrepreneurial education organisations and VET providers; ensuring support for transnational projects with a European dimension;
3. Promoting the exchange of good practices in teaching entrepreneurship; publishing and disseminating case studies as well as good practices;
4. Making the skills available to all countries, for example by supporting expert visits, “peer learning” and organising study visits to locations chosen as good examples; organising exchange meetings for entrepreneurial trainers followed by dissemination of results;



5. Promoting awareness campaigns among the general public on the importance of entrepreneurship, as well as European competitions and awards for entrepreneurship programmes, courses and activities on vocational education; establishing or supporting European awards (best school, best teacher, best student, best enterprise) and/or introducing a category on education in the European Enterprise awards; promoting the involvement of private sponsors;
6. Monitoring and evaluating the process in the Member States and disseminating information on the results.

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Annex 3. Marketing Canvas

THE MARKETING CANVAS				
Designed for: _____		Designed by: _____		Date: _____ Revision #: _____
CUSTOMER NEEDS <small>What customer needs must be met by the product or service?</small>	STORY/X-FACTOR <small>For the customer, what is the context and conflict? What company X-factor resolves the conflict?</small>	VALUE VISION <small>What is the outcome that the company must achieve that will be proof that the company is meeting the customer's needs? What must be true?</small>	MESSAGE ARCHITECTURE <small>What are the essential messages that speak to the customer's needs and story?</small>	TARGET CUSTOMER <small>Who is the ideal customer? Who will be with you even in down markets?</small>
STRATEGIC LEVERS <small>What must be done to attract, retain or grow the customer base? Which levers will have the greatest impact?</small>		MARKETING CHANNELS <small>Where do the customers congregate online and offline? Where are they most concentrated?</small>		
WORKSTREAM TACTICS > COST <small>What specific work must be done to support going to market?</small>			TARGET RESULTS > REVENUE <small>What results will indicate progress? How will you measure it?</small>	

2	4	5	1
6	3	7	
8		9	

Fill Order

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